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ABSTRACT

This practicum report explores the belief that the decreasing enrollment in ethnic studies classes at Pasadena City College is related to the ethnic affiliation of the counselors and the counselors' knowledge about ethnic studies. The study investigated whether counselors who were members of an ethnic minority group enrolled more students in ethnic studies classes than counselors who were not minority members. (SW)

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A STUDY OF THE RELATIONSHIP BETWEEN THE ETHNIC BACKGROUND OF THE COUNSELOR AND THE STUDENT ENROLLMENT IN ETHNIC STUDIES CLASSES

APPLIED EDUCATIONAL RESEARCH AND EVALUATION

by

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

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TABLE OF CONTENTS

Title of Practicum 1

Statement of Problem 1

Hypothesis 1

Background and Significance of Study 2

Definition of Terms 10

Limitations of the Study 12

Basic Assumptions 13

Procedures for Collecting Data 14

Procedures for Treating Data 15

Data Resulting from the Study 16

Significance of the Data 23

Further Studies 24

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I. TITLE

A study of the relationship between the ethnic origin of the counselor and the student enrollment in Ethnic Studies classes.

II. STATEMENT OF THE PROBLEM

The following statements are the various elements of the problems:

(1) The majority of the counselors at Pasadena City College are non-minority members.

(2) There is decreasing enrollment in Ethnic Studies classes.

(3) Counselors have little background in Ethnic Studies.

The above three are factual in nature. The following statement is a widely held belief and can be considered part of the problem.

(4) Students are discouraged from taking Ethnic Studies courses when programming with a counselor.

III. HYPOTHESIS

More than one hypothesis was developed to direct our practicum study. For our study we have used two (2) hypotheses which we feel we have investigated in the time available.

They are as follows:

1. Counselors who are members of an ethnic minority enroll a higher percentage of students in Ethnic Studies to other counselors.
2. Counselors enroll a disproportionately low number of minority students in Ethnic Studies classes in relationship to the total Ethnic school population.

IV. BACKGROUND AND SIGNIFICANCE OF THE STUDY

All colleges have many different and wide reaching types of problems they must face and hope to solve. Pasadena City College has had an increasing enrollment of ethnic minorities, yet enrollment in the Ethnic Studies curriculum has not reflected the same increase. The question being asked by faculty and staff is, of course, why? All programs must play the numbers game in order to continue to exist. In reviewing the significance of practicum study several additional elements exist.

The first is that there is a decreasing enrollment in Ethnic Studies at the college. This decrease has been for the most part reflected in the past two years. Percentage decline is estimated in the area of 30 to 50 per-cent in Black and Chicano Studies combined. Altahough the same number of sections are continued to be offered the average class enrollment is down. Some of the reasons for this decline hopefully will be reflected in the results of our study.

Another element of the problem is that Ethnic Studies classes appear to be held in low regard and/or have a poor image. Personal observations and attitudes of some faculty tend to indicate that there is a lack of understanding of the value of the Ethnic Studies curriculum tc all students.

An additional factor in the study is the make up of the counseling staff. Few members of the Pasadena City College full-time counseling staff are members of an ethnic minority. Few member have an understanding of the function and goals of

the Ethnic Studies curriculum. This lack of understanding may be carried over in their programing methods with students.

Since the establishment of these studies at the college, there has been an attitude by faculty that Ethnic Studies are only for "ethnics". This reaction to the curriculum has been carried over to the students. The idea that Black studies are only for Blacks and Chicano studies are only for Chicanos goes contrary to the concept of the function of a community college. All types of students should feel they may benefit from a varied college curriculum. The problem becomes even more complex when Blacks and Chicanos begin to feel outside pressure that Ethnic Studies lacks importance or prestige in relationship to other curriculum. These attitudes and pressures may make students feel that these courses are not as important as others and even Blacks and Chicanos begin to lose sight of their benefit.

The role of the counselor in programing students and advising students on college courses is a critical factor in influencing attitudes toward Ethnic Studies curriculum. All students can benefit from these courses. What is essential, however, is an understanding of the goals and purposes of Ethnic Studies by counselors, students and faculty.

The Ethnic Studies Program at Pasadena City College is more than a few courses. It offers the college another opportunity to address itself to the following topics:

(a) Student recruitment;

(b) Admissions Policies:

(c) Counseling Personal and Academic:

(d) Financial aids;

(e) College and Community Policy and Climate;

(f) Academic Policy;

(g) Curriculum;

(h) Research;

(i) Community Involvement and Participation;

(j) Community Education;

(k) Continuing Education.

A six year search of the literature (1967 thru 1973 current) was conducted by the researchers. No information was found that directly related to the stated problem. There was however contributory or supplemental materials located and will be referred to in following paragraphs.

The researchers noted to their great surprise that much of the supplemental materials were found in bibliographical references under subject headings like: culturally deprived-counseling services, Spanish speaking students, culturally deprived-education and Black power. However, some of the information (data) was located under the following subject headings: Counselor-Client relationship, U.S. Minorities and Afro-American Studies. No reference were given to Chicano Studies as a subject heading.

The year 1967 was chosen as a focal point to begin the search of the literature because that year is about the time that Ethnic Studies curricula was being developed and reported in the literature, nationally. As part of the researchers report of the literature relating to the problem area we are including the following materials reviewed.

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Vontress, Clemont E. "The Black Militant as a Counselor", The Personnel and Guidance Journal, L (March, 1972), p. 574-575.

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ED 071 627: Chicanos and Public Higher Education in California.

ED 071 630: The Preparation of An Annotated Bibliographical Guide to Selected Research Studies Related to the Small College, 1965-1971. Final Report.

ED 071 787: Integrated Career Development Curriculum: Curriculum Statement.

ED 071 788: The Concept of Equal Educational Opportunity and the Chicano: Methodological Footnotes on a Study of School Systems in the Southwest.

ED 071 814: Chicano Educational Priorities: Mindongo, Hash, Or Potpurri.

ED 071 818: Integrated Career Development Curriculum (ICDC) Instructional Statement.

ED 071 840: A Survey of the Literature Relevant to Spanish-Surname Rural

ED 072 164: Meeting Instructional Needs of Chicano Students. NCRIEEO Newsletter, Volume 3, Number 3, February 1972.

ED 072 892: A Chicano Perspective on Social Work Curriculum Development. Social Work Education for Economically Disadvantaged Groups in Texas. An Occasional Paper of the Consortium of Texas Schools of Social Work.

ED 073 210: Achievement-Motivation Patterns Among Low-Income Anglo-American, Mexican-American, and Negro Youth.

The dignity and equality of all men is an important trait of American culture. Yet the American educational system has been lacking in its inclusive treatment of ethnic-minority contributions to America. In Yehudi A. Cohen book, entitled Man in Adaptation: The Institutional Framework, the author elaborates on the above idea and states that Americans believe all people should have equal opportunities for achievment but this is more of a moral imperative than an actual fact of American life and has always been so.

The main disadvantaged groups are of African and Mexican ancestry. He speaks to the reason for unequal treatment by the American society by saying that (1) the Mexican American has tended to maintain certain distinctive cultural-patterns unlike Euro-America patterns, (2) and that the case of the Afro-American is probable unique, in that these people constitute the only group whose ancestors were held in slavery by the majority.

The American attitude toward equality of treatment really means: "Within the major value system"; that is people are, or should be, treated equally if they accept the basic beliefs and behaviors of the social majority.

In final justification for a study of this problem the researcher found in the literature and verbal references by concerned people (counselor, teachers, administrators, etc.) both black and white that ethnic studies have no vocational applications. In other words, what

kind of a job can one get? Or, as Bayard Ruskin, Director of A. Philip Randolph Institute, indicated "What in the hell are the use of soul courses in the real world?"

The Atlantic Journal and Constitution of June 1969 reported that colleges and universities and students are finding that there isn't much a person can do with courses or a degree in ethnic studies except teach it.

The researchers want to point to the fact that many other academic fields also have teaching or semi-teaching vocational attachments. Philosophy, English, History, Sociology, and Psychology are just a few.

William Smith, in his article in the Journal of Black Studies, entitled "Reports of Programs, Practices or Techniques" states that colleges and universities across the country that will erroneously assume that graduates with degrees in ethnic studies cannot secure employment, and will therefore use this as an excuse not to initial such a program or caution prospective student against enrollment in such courses.

The researchers offer for consideration the following alternatives as values for students who enroll in ethnic studies beside cultural enrichment and teaching prospects.

1. Those who want to become counselors, social workers, or poverty workers in a ethnic minority community will find ethnic studies very helpful.

2. A graduate with ethnic studies would be better prepared to work with minority juvenile delinquents as probation officers and police departments.

3. Graduates with ethnic studies background could be employed in such government programs as Project for Youth Upward Bound, Model Cities which require liberal arts degrees.

4. Insurance companies are also avenues for graduates of ethnic studies, particularly now that many of the larger ones, which previously hired all white applicants are now hiring ethnic minority applicants, regardless of their major, to return to their respective communities and solicit business.

5. Students in ethnic studies whose minor fields of concentration

are in psychology, sociology, history, physical education, business, foreign languages, home economics, accounting, economics, ets., will find positions available to them in these areas where knowledge of ethnic minority people is essential.

(a) For example, students who major in Chicano studies and minor in psychology will be better able to understand how the Chicano youngster formulates his self-concept and how psychological principles can be applied to aid Chicano people in general.

As an example of past enrollment of Chicanos and Blacks at Pasadena City College, the researchers are including a survey of enrollment in the past two years to help establish the significance of the study.

ENROLLMENT MATRIX
(2 full years)

		Total	Percent of Blacks	No. of Blacks	Percent of Chicanos	No. of Chicanos
FALL	1971-72	14,658	10.44	1,530	5.08	744
SPRING	1971-72	15,169	10.21	1,548	5.24	794
FALL	1972-73	15,746	11.04	1,738	5.84	919
SPRING	1972-73	16,631	10.7	1,779	5.80	964

In summary uses of the research will be:

1. The development of data regarding the problem.
2. To inform the proper administrative officials about the problem so that relevant in-service training in the counseling department will take place.
3. To increase enrollment in Ethnic Studies courses.
4. To show administrators that there is a need to do something about the image of Ethnic Studies.
5. To recommend the hiring of more minorities on the counseling staff.

V. DEFINITION OF TERMS

For the purpose of our practicum study the following terms and definitions have been used:

1. Ethnic Studies - Courses established to study the contribution of Chicanos and Blacks (in the form of Chicano Studies and Black Studies) to American culture and Society.
2. Students - All Students enrolled both day and night for college credit courses.
3. Full-time Students - Students enrolled in 12 semester hours of college credit units or more per semester.
4. Part-time Students - Students enrolled in less than 12 semester hours of college credit units per semester.
5. Counselors - Full-time certificated faculted assigned to full-time counseling who are in charge of programming students.
6. Part-time Counselors - Counselors with other duties as part of their college assignment.
7. Counselor Code Number - The number assigned to counselors for computer and form use to indicate the counselor of the student.
8. Ethnic Minorities - Black and Chicano Students at Pasadena City College.
9. Black Studies Curriculum - For the purpose of the study the following courses are considered the Black Studies Curriculum:

   Art 2 - History of African/Afro American Art.

   Speech I - Fundamentals of Speech-Black Rhetoric.

   English 50A&B - Afro-American Literature.

Swahili I & II - Elementary Swahili.

Music 25 - Afro-American Music.

Hist. 29A - Afro-American to 1865.

Hist. 29B - Afro-American from 1865.

Psych. 29 - Psych of Afro-American

Soc. 29 - Socio of Afro-American.

10. Chicano Studies Curriculum - For the purpose of the study the following courses are considered the Chicano Studies Curriculum:

Anthro 31 - Mexican and Chicano Culture.

Art 8 - History of Mexican and Chicano Art.

English 47 - Mexican and Chicano Literature.

Hist. 30 - History of Mexico.

Hist. 31 - The Chicano in the Southwest.

Philos. 31 - Contemporary Thought of the Chicano.

Psych. 31 - Studies in Chicano Behavior.

Socio. 31 - Sociology of the Chicano.

Span. 1 - Elementary Spanish - Spanish for the Spanish Speaking.

Span. 31 - Language of the Barrio.

11. Chicanos - Americans of Mexican descent whose family histories are traceable to Mexico.

12. Blacks - A black American whose ancestry is traceable to Africa.

13. Anglo or Anglo American - These terms refer specifically to Americans who are non-Mexican or non-Black in heritage.

VI. LIMITATIONS OF THE STUDY

Various limitations are involved with our practicum study. First, is that the study probably reflect only on the problem as it relates to Pasadena City College. Not all community colleges use the individual counseling and programming method for their students. Second, an additional limitation is that some of the counselors have only recently been added to the staff. Their contribution to the enrollment of students in Ethnic Studies classes may not be reflected in the statistics and other data we hope to collect. Third, our practicum study will cover only the present fall semester enrollment and not a historical study of the data. This may limit any generalities as far as study results are concerned but it does still give us a fair sample of about 500 ethnic minority students. Fourth, is the realization that Ethnic Studies is relatively new to the college curriculum resulting in a lack of statistical data. Fifth, because of the newness of Ethnic Studies, sufficient research material is not available in the literature. Sixth, a limitation that is hard for the researchers to face but still must be stated is the possibility that ethnic minorities may no longer see Ethnic Studies courses as having an educational and vocational value. This would, of course, influence the statistical data collected in regard to the numbers of students enrolled in the courses to be part of our practicum. Seventh, the counselors sometimes program for other counselors so that the code number is sometimes incorrect. The researchers feel that this is a relatively small number of students, so should not alter the findings of this study.

VII. BASIC ASSUMPTIONS

In undertaking our practicum, the following assumptions must be made relative to our study:

1. Black students and Chicano students are both members of a minority.
2. The counselors function is to help all students.
3. There is a lack of understanding of Ethnic Studies by the counselors.
4. Black Studies and Chicano Studies curriculum is an important and relevant part of the college program.
5. All students can benefit from taking Ethnic Studies classes.
6. Students not members of ethnic minorities have little knowledge of Ethnic Studies curriculum.
7. Ethnic Studies classes can be an important factor in increasing the enrollment of ethnic minority students to the college.
8. Success of Ethnic Studies classes remaining a part of the college curriculum depends on the number of students enrolled.
9. Counselors have a significant influence on the programming of incoming freshman students.
10. By virtue of the counselors skin color, language, or social origin, they may have some disadvantage in relating to minorities.

VIII. PROCEDURES FOR COLLECTING DATA

The data collected to complete the study, pertains to fall 1973 and are ad follows:

1. Total number of students at Pasadena City College.
2. Total number of Blacks and Chicanos at Pasadena City College.
3. Total number of students enrolled in Ethnic Studies classes.
4. Total number of ethnic minority students enrolled in Ethnic Studies classes.
5. Total number of counselors at Pasadena City College.
6. Total number of Ethnic Studies classes offered.
7. Ethnic background of counselors.
8. Total number of students enrolled by counselors in Ethnic Studies classes.
9. Total number of non-ethnic minority students enrolled in Ethnic Studies classes.

The procedures the researchers used in assembling the data which provided the results for the study was as follows:

1. Instructional Research Data Collection Computer Center. The fourth week (census week data) was provided the researchers for analysis.
2. Class roll sheets were collected from the Ethnic Studies classes being offered fall 1973 semester for analysis.
3. The latest statistics compiled by the Personnel

Office were made available to the researchers. This information is part of the affirmative action report being prepared by the college.

4. Counselor code information was provided to the researchers by the Student Personnel Office.

The researchers sought to establish a reasonable time limit to collect the data. The researchers collected all data necessary for the study by November 8, 1973.

IX. PROCEDURES FOR TREATING DATA

The researchers met with the Dean of Institutional Research at the college to discuss the treatment of the data. After consultation and evaluation of the various methods possible of treating the data, the researchers decided to use Chi-square for the study. This method should test the hypotheses outlined in section III of this study. The data collected is presented in a descriptive manner. Also charts, graphs, and tables are used to better illustrate the results of the study.

X. DATA RESULTING FROM THE STUDY

The researchers gathered data from a series of sources that related to the study. Some college wide information was provided by the Dean of Institutional Research at our campus. However, the majority of our data had to be collected by evaluating class enrollment sheets of Chicano and Black Studies classes.

The 3rd week census sheets were collected from every ethnic studies class. These enrollment sheets provided the researchers with the total number of students enrolled in ethnic studies classes. (See Table I). The enrollment sheets also indicated which counselors had enrolled the students. This information was essential to our study since our new hypothesis deals with the relationship between the ethnic background of the Counselors and the enrollment in ethnic studies classes. (See Table II and III)

A meeting was held with the Dean of Personnel Services to gather the necessary data on the ethnic background of the Counselors. This was provided without to much difficulty. (See Table V) Total ethnic minority student enrollment was provided by Institutional Research. (See Table IV) One very important piece of data was not available to us. That was the counselor-student porpo.tions. We were unable to acquire the total number of students, and ethnic breakdown of those students that each counselor is responsible for as part of his assignment.

One method of checking to see if there is a relationship between the ethnic background of the counselor and the enrollment in Ethnic studies classes is to test "chi-square" for the null hypothesis of proportional distribution.

Test results using available data was:

(Test 1) $x2 = .1115 < x^2_{5/4} = .455$

$P > .5$ That there is no difference in the distributions between counselor's enrollments.

Only the student proportions were considered because counselor proportions were unavailable (no one ever wanted this information before). However if we re-test on the basis of "fe's" derived proportional to the proportion of Anglos and Ethnic minority counselors present, the forllowing results are found. (The assumption in this test is that students are assigned to counselors in a manner that is approximately proportionate for each group - this can be tested but with more data needed.)

(Test 2) $x^2 = 11.41 < x^2_{.005/1} = 7.88$

$\therefore \quad P > .005$

If more data were available as to counselors enroller proportion we would be able to test to see if counselors enroll a disporportionate low number of minority students in relationship to the total school population. However, such data became unavailable to the researchers.

We were told that such data was available but when they were told what this data was to be used for, suggestions for change, this data became unavailable to us.

Table 1

STUDENTS ENROLLED IN ETHNIC STUDIES

ETHNIC STUDIES	NUMBER OF COURSES	NUMBER OF STUDENTS ENROLLED	NUMBER OF BLACKS AND CHICANOS ENROLLED	NUMBER OF ANGLOS ENROLLED
BLACK STUDIES	14	363	335	28
CHICANO STUDIES	9	187	129	58
TOTAL	23	550	464	86

DATA RESULTING FROM STUDY

Table 2

STUDENTS ENROLLED IN ETHNIC STUDIES COURSES ACCORDING TO CHICANO/NON-CHICANO BACKGROUND AND CHICANO/NON-CHICANO COUNSELOR BACKGROUND

ETHNIC STUDIES COURSES	ETHNIC BREAKDOWN OF STUDENTS	NUMBER OF STUDENTS ENROLLED BY COUNSELORS			TOTAL NUMBER OF STUDENTS
		COUNSELOR BACKGROUND		BACKGROUND UNKNOWN	
		CHICANO	NON-CHICANO		
ENGL 47	CHICANO	4	5	3	12
	NON-CHICANO	1	4	3	8
	TOTAL	5	9	6	20
HIST 30	CHICANO	0	1	13	14
	NON-CHICANO	0	0	3	3
	TOTAL	0	1	16	17
HIST 31	CHICANO	7	15	14	36
	NON-CHICANO	1	2	3	6
	TOTAL	8	17	17	42
PHILOS 31	CHICANO	3	2	10	15
	NON-CHICANO	0	2	6	8
	TOTAL	3	4	16	23
PSYCH 31	CHICANO	3	0	10	13
	NON-CHICANO	2	1	4	7
	TOTAL	5	1	14	20
SOCIO 31	CHICANO	7	9	3	19
	NON-CHICANO	3	4	1	8
	TOTAL	10	13	4	27
SPAN 1	CHICANO	1	1	6	8
	NON-CHICANO	1	0	4	5
	TOTAL	2	1	10	13
SPAN 31	CHICANO	3	1	8	12
	NON-CHICANO	1	2	10	13
	TOTAL	4	3	18	25

Table 3

STUDENTS ENROLLED IN ETHNIC STUDIES COURSES ACCORDING TO BLACK/NON-BLACK BACKGROUND AND BLACK/NON-BLACK COUNSELOR BACKGROUND

ETHNIC STUDIES COURSES	ETHNIC BREAKDOWN OF STUDENTS	NUMBER OF STUDENTS ENROLLED BY COUNSELORS			TOTAL NUMBER OF STUDENTS
		COUNSELOR BACKGROUND		BACKGROUND UNKNOWN	
		BLACK	NON-BLACK		
ART 2	BLACK	1	4	7	12
	NON-BLACK	0	1	4	5
	TOTAL	1	5	11	17
ENGL 50A	BLACK	3	15	1	19
	NON-BLACK	0	0	1	1
	TOTAL	3	15	2	20
HIST 29A	BLACK	26	81	37	144
	NON-BLACK	0	1	3	4
	TOTAL	26	82	40	148
HIST 29B	BLACK	11	24	0	35
	NON-BLACK	0	3	0	3
	TOTAL	11	27	0	38
MUSIC 25	BLACK	3	7	6	16
	NON-BLACK	0	1	1	2
	TOTAL	3	8	7	18
PSYCH 29	BLACK	1	7	16	24
	NON-BLACK	0	1	2	3
	TOTAL	1	8	18	27
SOCIO 29	BLACK	7	14	17	38
	NON-BLACK	1	1	4	6
	TOTAL	8	15	21	44
SPEECH 1	BLACK	6	8	1	15
	NON-BLACK	0	2	0	2
	TOTAL	6	10	1	17
SWAH 1	BLACK	4	15	4	23
	NON-BLACK	0	1	1	2
	TOTAL	4	16	5	25
SWAH 2	BLACK	0	6	2	8
	NON-BLACK	0	0	1	1
	TOTAL	0	6	3	9

TABLE 4

ETHNIC STUDENT ENROLLMENT

ETHNIC BACKGROUND	DAY			EVENING			TOTAL
	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	
AFRO-AMERICAN; BLACK	599	646	1,245	353	326	679	1,124
MEXICAN AMERICAN OR CHICANO	282	290	572	217	203	420	992
ANGLO AMERICAN; CAUSASIAN	3,667	3,716	7,383	2,628	2,458	5,086	12,469
TOTAL	4,548	4,652	9,200	3,198	2,987	6,185	15,385
* ORIENTAL OR ASIAN AMERICAN							
* OTHER NON-ANGLO							
* INDIAN AMERICAN							

* The enrollment for these students was left out because they are not discussed in this study.

TABLE 5

ETHNIC BACKGROUND OF COUNSELORS

✲ BLACK	3
CHICANO	2
✲ ✲ ANGLO (CAUCASIAN)	14
TOTAL	19

✲ One counselor out of this category has retired but before doing so; enrolled one person in an ethnic studies class.

✲ ✲ One counselor out of this number went on leave prior to the beginning of the semester but enrolled several students in ethnic studies classes.

XI. SIGNIFICANCE OF THE DATA

By evaluating the test's applied to the data collected some conclusion's can be made. The following conclusions have been readied based strictly on the data collected and tested.

Test 1 - Conclusions are:

1. A statistical error could have been made (low probability).
2. The absence of difference can be intrepreted as significant ($P > .5$) in that one would expect a larger proportional enrollment via non-ethnic minority counselors since there are only 5 ethnic minority counselors and 14 non-ethnic minority counselors.
3. Ethnic minority counselors are no more successful in enrolling non-ethnic minority students than are the non-ethnic minority counselors.

Test 2 - Conclusions are:

1. Anglo counselors enroll fewer students, both Anglos and non-Anglo, than would be expected.
2. Minority counselors enroll proportionately more of both groups, although the primary load for x^2 is in the ethnic minority enrollment.

XII. FURTHER STUDIES

The findings of our project suggest that further studies should be made in various areas. They are:

1. A study of counselor student proportions - ethnic background of work load.
2. A study of the image ethnic studies presents to students.
3. The role of teachers in influencing enrollments in ethnic studies classes.
4. The relationship between staff development and training programs and enrollments in ethnic studies classes.
5. The relationship between ethnic studies enrollments and minority students enrollment in the college.
6. A questionnaire study of why minority students do not enroll in ethnic minority studies.
7. A study of the relationship between ethnic studies departments and a comparable department seeking information on enrollments patterns, teacher and student attitudes etc.

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